**Cool Tools Reflection and Application Plan**

Cool Tool sessions attended:

* Mindmeister
* Storify
* Evernote
* Google Sites
* Celly
* Gooru
* Animoto

To be honest, digesting all the Cool Tools demonstrated throughout the week became slightly overwhelming. It was a wonderful opportunity to have expertly guided hands-on experience using so many technologies that I’ve heard about and tried to play around with on my own. I’m excited to implement some of these tools into my teaching and own professional development this year. Most of the tools were presented for use in a K-12 setting, although many of them can easily translate into the college-level classroom.

As I’m becoming more interested in developing more team-based activities in my information literacy sessions I found Mindmeister to be a particularly useful tool. Mindmeister is an online brainstorming and mind-mapping tool that allows multiple users to work with the same project simultaneously and share products publicly or privately with their instructor. The project can then be converted into a presentation (similar to Prezi) and the instructor can view the history of the product to determine individual participation. While Mindmeister can be used on individual projects, its collaborative ability makes it especially suitable to group research.

Learners: Southern NH University first-year students  
  
Self: Information Literacy Librarian  
  
Context: ENG 200 (2nd course in required composition series; information literacy session). Brainstorming session and research preparation; identifying keywords and search strategies  
  
Community: SNHU General Education Curriculum

**PURPOSE**:

Students will be able to:

* Determine the nature and extent of the information needed.
  + Identify a variety of types and formats of potential sources for information.
  + Define and articulates the need for information
* Access needed information effectively and efficiently
  + Select the most appropriate investigative methods or information retrieval systems for accessing the needed information

**Use your purpose, content, and pedagogical strategies to inform the design of your**  
  
**TASK/ACTIVITY** Students’ introduction to the research assignment is a team-based activity that requires students to construct a research question/argument and explore using sources from the library and the web. Group product is an annotated bibliography.

**CONTENT**  
  
Topics: Research question development, keyword brainstorming, source evaluation criteria, search string construction, library database functions.  
  
Texts:

Textbook chapter on source evaluation

Database tutorial videos

MindMeister video tutorial  
  
  
**PEDAGOGY**  
  
Instructional Strategies:

Brief lecture/discussion on source evaluation.

* Question prompt: What do you want your information to be like?
* Instructor writes class responses on white board, illustrates the timeline of information
* Instructor asks if students have any questions on database searching based on video tutorials
* Instructor takes questions on using MindMeister
* Prep/modeling activity as a class:
  + Instructor provides sample research question: How have steroid-use scandals affected Major League Baseball fan’s perceptions of players?
  + Class identifies keywords and synonyms and map in a MindMeister
  + Class identifies search strategies based on keywords and document in MindMeister
  + Class identifies potential sources of information and document in Mindmeister
* Groups work on their own project and perform the same tasks in MindMeister. Groups evaluate their chosen sources and take notes in their map.

Tools:

MindMeister for concept mapping, brainstorming, evaluating, organizing, and annotating sources.

**ASSESSMENT**  
  
Work Products: Annotated Bibliography in Word and corresponding map in MindMeister  
  
  
How Measure?: A rubric (attached) will be used to assess the annotated bibliographies and concept/brainstorming maps.